

Spider Vocabulary

This strategy can be used to introduce new vocabulary or to review old. It examines each word in 8 different ways. Students usually need to see and use a word in context 7-8 times before it is learned.

Teacher Preparation:

1. Prepare a short list of words.
2. Identify 8 characteristics for each word. These may include:
 - A synonym
 - An antonym
 - A description
 - A description of the word's usual context
 - Other words or objects usually used with it
 - An analogy
 - A category to which the word belongs
 - Words in a category named by the word
 - A clue
 - The part of speech of the word
 - etc.

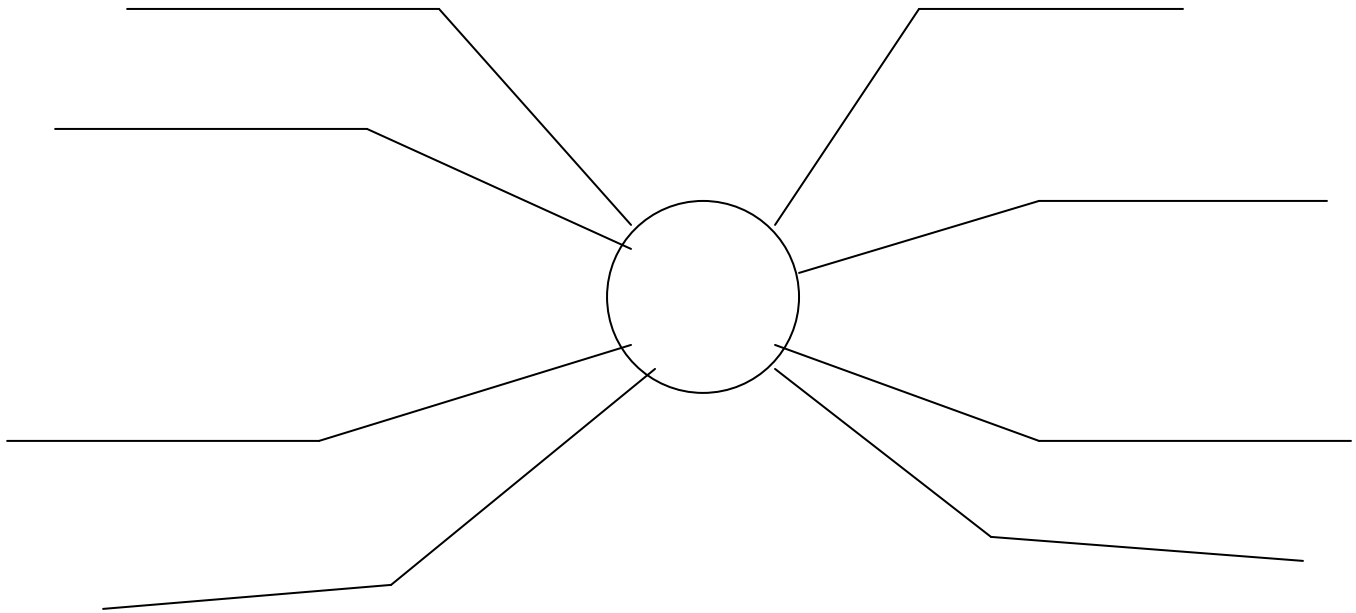
Lesson Plan:

1. Draw the spider graphic (5-3-2) on the board or project it on a screen.
2. Write one characteristic on each leg of the spider.
3. Conduct a class discussion to arrive at the vocabulary word that belongs on the body of the spider.

Alternate activity: Write the word in the circle at the center and conduct a discussion to find 8 characteristics, writing one on each leg.

Adapted from *Word Works Cracking Vocabulary's Code* presented by Daniel Moirao Ed. D. at Fuquay Varina High School, March 6, 2008.

Spider Graphic Organizer



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Benefits:

- Students examine each term in 8 different ways.
- Non threatening; pulls in students who do not normally participate

Applications in the Classroom	Meeting the Diverse Needs of Students
<ul style="list-style-type: none"> - Introduce new vocabulary - Review vocabulary - Repeated exposure to vocabulary - Make content connections in vocabulary - Explore relationships among the attributes of a particular term - Opportunity for formative assessment to inform instruction - Review for a test: Each group has a different word (secretly assigned) and creates clues. Students use game format to compete among groups. - Review: term in the middle; class agrees on most important things they need to know about the term for the legs - Adaptation: Review a concept by selecting the 8 most important elements - Can be competitive - Opportunity for personal connection to prior knowledge - Formative assessment 	<ul style="list-style-type: none"> - Scaffolded support through repeated exposures - Opportunity for application of different learning styles - Varied levels of vocabulary lists for a tiered assignment - Varied levels of clues for flexible grouping and tiering - Uses higher-order thinking skills, complexity, and challenge - Can be cooperative group activity - Provides opportunity for student self assessment in mastery of content vocabulary - Has strong auditory and visual components - Learning center activity for enrichment
Content-Area Examples Collected from Workshop Participants	
<p>Science:</p> <ul style="list-style-type: none"> - Use for similar terms to examine similarities and differences <p>English:</p> <ul style="list-style-type: none"> - Use in literary analysis (plot, characterization, motives, etc.) - Use to determine author's purpose and identify support from the text <p>Social Studies:</p> <ul style="list-style-type: none"> - Use to identify characteristics of a culture, economic system, etc. 	<p>Math:</p> <ul style="list-style-type: none"> - Put an equation in the head of the spider and clues on the legs. Adding one clue at a time helps students isolate each step in solving a multi-step equation. - Put the equation in the center. On each leg is a different way to solve systems of equations (i.e. substitution, slope intercept, etc.) - Put a topic in the center. Students list on the legs all the formulas that go with the topic. - Connections between different quadrilaterals